

Art Progression of Knowledge and Skills

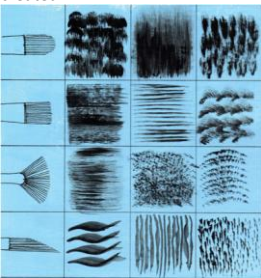
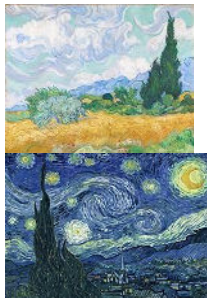
The following national curriculum skills are all evidenced throughout our progression.

KS1 National Curriculum

Ar1/1.1 to use a range of materials creatively to design and make products
 Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
 Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
 Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

KS2 National Curriculum

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas
 Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
 Ar2/1.3 about great artists, architects and designers in history.

Painting													
EYFS	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		
	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	
	Prior Learning: Children will have explored colour mixing within EYFS		Prior Learning: Children will have responded to an artist’s work based on their use of colour.		Prior Learning: Children will have looked at colour in two different ways and have knowledge of how colour can be used to represent objects and can be used in a different way.		Prior Learning: Children will have looked at colour focusing on warm and cool tones.		Prior Learning: Children will have looked at the use of acrylic paint and how different brush strokes can be use to create depth.		Prior Learning: Children will have looked at the use of colour, depth, acrylic paint, use of different brush strokes		
Pre-school Explore colours and how colours can be changed. -Use large-muscle movements to wave flags and streamers, paint and make marks.	Big Question: Why is colour important in art?		Big Question: What is an illustrator and why are they important?		Big Question: What is meant by a warm or cool tone?				Big Question: Why were paintings important to record historical events?				
	This year is about focusing on colour and responding to how an artist has used colour . Focus – Colour and its importance Artist: Vincent Van Gogh		This year is about looking at how colour has been used in a different way and what impact this has on the piece of work. Focus – Colour and its importance – how do illustrators use colour and image to tell a story? Artist: Colin Stimpson/ Quintin Blake look at this		This year is about looking at how colour can be used by an artist to represent warm and cool tones and how different brush strokes can be used to add depth to their painting. Focus – Colour – warm and cool tones and different brush strokes Artist: Georgia O’Keeffe				This year is about looking at how colour and the techniques listed can be used to capture a moment in history Focus – The great master painters Artist: JWM Turner		This year is about combining all of the different mediums and skills taught across KS1 and KS2 to produce props, set design, costume design for the end of year production .		
Reception Use of colour – Children to create and paint their own superhero. Introduce children to colour – how to create colours using primary and secondary colours.	Step 1 – Introduce the artist Look at the work by Vincent Van Gogh. What do we like, how does it make us feel etc. What colours have been used and why? How does this link to prior learning? Think about our emotions (TGMC) 5 -facts Step 2 – Study the artist and learn key vocab, give an example of the skills. Look at the two pieces Starry Night and Sunflowers. Focus on the colours. How do they make us feel? Why did he choose them? Can we use art to express how we are feeling or create mood? Step 3 Practice the skills – children to practise creating different emotions and mood using a variety of different colours. Practise colour mixing. Step 4 Apply the skills Children to decide which emotion they will portray and what time of day will be represented by this. Plan final piece. Choose colours to reflect chosen emotion. Step 5 Develop the use of the skill Create a still life image in the style of Van Gogh (sunflowers, fruit etc) Step 6 Evaluate	<i>Create their own image using colour to portray an emotion or time of day. Link to a journey they have been to during their topic. What time of day was it? How did they feel?</i>	Step 1 – Introduce the artist Look at the illustrations in the story Jack and the Baked Bean stalk. Discuss what is an illustrator – why are they important? 5 - facts Step 2 – Introduce artist - Learn key vocab and give an example of the skills. Children to annotate examples of art work – tone, depth, atmosphere, perspective. Explore which other picture books has he written. Compare against the work of Quintin Blake – how do these differ. How does this impact the reader? What if the story did not have the illustrations? Step 3 Practice the skills Practice creating different depths of water colours – can the children apply their understanding of colour to create different emotions. Teach the children how to create depth in their painting by using less/more water. Include teaching them how to hold a paintbrush and the amount of pressure needed. Step 4 Apply the skills Plan and sketch out their final piece, thinking about which colours they want to use to bring the story and characters alive – what atmosphere are they trying to create? Where will the depth of colour be? Step 5 Develop the use of the skill Create a scene from the story Jack and the Baked Bean stalk.	 <i>Children will create their own watercolour image of a scene from the book.</i>	Step 1 – Introduce the artist Introduce and research 5 key facts about Georgia O’Keeffe Step 2 – Introduce artist - Learn key vocab and give an example of the skills. Look at how the artist has used different brush strokes to create the image. How have they build up the colour of the flowers? What tone does this create? How does this make you feel? Compare the paintings of Georgia O’Keeffe and Claude Monet. Step 3 Practice the skills Practise using different brush strokes to create different effects. Revisit how to hold a paintbrush and how much pressure is to be applied. Use a range of different paintbrushes to explore the different techniques that can be created.		<i>Create their own painting of a plant or flower in the style of Georgia O’Keeffe Using acrylics.</i>			Step 1 – Introduce the artist Introduce and research 5 key facts about JWM Tuner Step 2 – Introduce artist - Learn key vocab and give an example of the skills. Look at the works of JWM Turner and other great masters. Explore why their paintings were important to record historical events. Step 3 Practice the skills Children to practice different painting techniques – apply the knowledge they have learnt in previous years. How do we create depth? Horizon? Layering? Realistic effects? Recap prior learning about different brushes and techniques. Step 4 Apply the skills Children to sketch out their painting of Victory. (Could include a trip to Southampton Art Gallery) Annotate – which colours will be used and why? Which techniques will you use to create the realistic features? Step 5 Develop the use of the skill Create their own painting in the style of JWN Turner. Step 6 Evaluate Create an art gallery of work – peer review.	<i>Recreate their own painting of HMS Victory in the style of JWM Turner</i>		
													
Children will have been exposed to various different illustrators and will know that an illustrator is an artist. They will start to compare and will be able to discuss illustrators that they like or dislike.													
My god sighs – use of colour to portray emotions.													

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			Step 6 Evaluate								
	Future Learning: Children will use their knowledge of colour to evaluate an artist's work and to say how it makes them feel.	Future Learning: Children will apply their understanding of colour use for emotions and depth to painting using different brush strokes.	Future Learning: Children will apply the brush stroke techniques to a historical painting.					Future Learning: Children will apply their learning to the historical representations of Henry VIII in Tudor times.			
Colour	Key vocabulary: respond, portray, emotion, colour	Key vocabulary: deeper and lighter, amount, colour, tone, emotion	Key vocabulary: Pressure, precision, tone, warm, cool, emotion, stipple, blending.					Key vocabulary: Precision, tone, blending, pressure, realistic			

Drawing (pencil, charcoal, inks, chalk, pastel)												
EYFS	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:
	Prior Learning: Children will have explored using different mediums.				Prior Learning: Children will have learnt how to sketch considering pressure, shape and proportion.		Prior Learning: Children will have learnt how to sketch using to different mediums including chalk, inks, pastels				Prior Learning: Children will have learnt how to sketch using to different mediums including chalk, inks, pastels , learnt about depth perception and ladsapes.	
This year is about exploring with different mediums.	This year is about starting to control our pencils with more precise movements to create an image . Children will have created their own self portrait in YR.				This year is about looking at how drawings have been used in a different period of history . They will apply their knowledge to create cave art.		This year is about applying our knowledge of sketch and adding colour to it to create tone and realism and looking at background and foreground.				This year is about applying our knowledge of shape and proportion to creating a main character (animal or human).	
Preschool - Show a preference for a dominant hand. - Use a comfortable grip with good control when holding pens and pencils. Reception Children to create self portraits.  Richard Stone	Big Question: What do we mean by a portrait? What is important when we are drawing a portrait?	Big Question: What can we learn from cave art? Why do you think people created this art work? How does this differ to ways we draw today?  Chauvet cave Lascaux Banksy			Big Question: How can you use colour to create realism in art?  Claude Monet	Big Question: Can we create 3d impression using monochrome colours?						
 Children within the EYFS will have the opportunity to: Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; Share their creations, explaining the process they have used. Observe work created by others and try to recreate this.	Step 1 Introduce the artist Richard Stone – Portrait painter to the royal family – 5 facts Step 2 – Study the artist and learn key vocab, give an example of the skills.. Compare the work of Richard Stone Vocabulary: proportion, sketch, position – learn these words and try different examples. Pressure – try different amounts of pressure. Tone blending – what kind or person does Richard Stone portray? What does this tell you about the person? Think about the proportions of the face. Step 3 Practice the skills Practice drawing different parts of the face – use a mirror, consider shape and size. Sketching rather than single lines, pressing heavier and lighter to create different tone. Step 4 Apply the skills Using half of a portrait, children to apply their knowledge to complete the other half. Children to plan their final portrait. What types of lines/shading will they use a why? Step 5 Develop the use of the skill Draw their own portrait focussing on size and proportion of features. Step 6 Evaluate	Create their own portrait drawing that could be hung in a castle.	Step 1 Introduce the artist Art has been around for thousands of years. They will look at early cave art and think about how it must have been made. Which materials might they have used? What was the purpose of the paintings? Step 2 – Study artist Learn key vocab and give an example of the skills. Compare the cave paintings of Lascaux to the works of Banksy Step 3 Practice the skills There is a specific technique to make our painting look like the cave art. E.g. finger painting, splattering, avoid bleeding, stencil, void. Use Charcoal to practise mark making – consider tone, line, shape, texture. Step 4 Apply the skills Plan your own cave drawing. What lines, shapes and shading will you use? What media will you use to create this? Berries, charcoal etc. Step 5 Develop the use of the skill Apply knowledge by creating their own cave drawings. Step 6 Evaluate and ask the question - How does this differ to ways we draw today?	Create their own piece of cave art using the skills they have learnt.	Step 1 Introduce the artist. Children to research and find 5 key facts about Claude Monet. Step 2 – Study artist and I learn key vocab and give an example of the skills. Introduce key vocabulary. Look at the different art work of Claude Monet. What is realism? What skills has Monet used to create this? Consider the mood/tone? Compare this to some of the other artists we have studied. Step 3 Practice the skills Practice the skills of tone and shadow and how these add depth and realism to a drawing. Practice using different mediums. Chalk? Pastels? Colouring pencils? Step 4 Apply the skills Children to plan their final piece and thing about which skills they are going to use. Step 5 Develop the use of the skill Apply knowledge by creating their drawing in the style of Claude Monet. Step 6 Evaluate	Create their own drawing of the river/coast in the style of Claude Monet using a variety of different mediums.	Link to Deborah Harris – Collage Step 1 Introduce the artist. Children to research and find 5 key facts about Deborah Harris. Step 2 – Study artist and I earn key vocab and give an example of the skills. Introduce key vocabulary. Step 3 Practice the skills – practise drawing people and animals in the style of Deborah Harris. Think about proportion and size. Encourage children to sketch and not use single line drawing, think about tone and shading to create the 3d image. Step 4 Apply the skills Children to plan their final piece and thing about which skills they are going to use. Step 5 Develop the use of the skill Apply knowledge by creating their drawing in the style of Deborah Harris Step 6 Evaluate	 Children to create a drawing of a fairy tale character using inks in the style of Deborah Harris.				

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	Evaluate their work, what would they do to improve? What went well?								
Future Learning: Children will use their knowledge of different mediums they have explored to apply in a more precise manner.	Future Learning: Apply their knowledge of sketching with pencil to a different medium considering shape and proportion.		Future Learning: Children will learn to apply their knowledge of the drawing skills they have learnt to create a coloured portrait.	Future Learning: Children will learn to use shadow from this unit of work to create a detailed sketch					
Key vocabulary: mark make, draw	Key vocabulary: proportion, placement, sketch, pressure, shape.		Key vocabulary: bleed, void,	Key vocabulary: tone, shadow, background, foreground					

Collage												
EYFS	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:			Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:
	Prior Learning: Children will have created collage using basic cutting and tearing techniques.		Prior Learning: Children will have started to explore cutting and shaping to create a collage, considered how to create different tones/moods.		Prior Learning: Children will understand what collage is and that materials can be shaped in different ways. They will understand layering. Children will have looked at the use of repeated patterns in textiles in Y2,				Prior Learning: Children will have explored layering and different shaping techniques		Prior Learning: Children will have explored different techniques to collage.	
Preschool Use one-handed tools and equipment, for example, making snips in paper with scissors. Reception Children to create a collage using basic cutting, tearing techniques   Use fabric, wool or thread to make models with recycled items. Use ribbons and string to thread and make patterns. Make collages using paper, tissue, crepe etc Use fabrics for role play	Big Question: What is collage? How can we create different moods using colour?		Big Question: What is meant by collage? How can different techniques of shaping impact the overall picture?		Big Question: What is meant by the word pattern? How did the Romans incorporate pattern into their mosaic designs?				Big Question: How can mixed media be used to create a piece of art work?		Big Question: How can images be created in mono colours whilst still including detail?	
	This year is about using different colours to create different moods. They will learn how to use colours that complement each other.	Artist: Nita Leland 	This year is about using different techniques to shape their materials e.g cutting, ripping, folding. They will learn how layering can add depth.	Artist: Nancy Standlee 	This year is about using the same shapes to generate an image in the style of a Roman Mosaic.	 Artist: Antoni Gaudi			This year is about choosing the best technique and texture to create a layered picture. This is a mixed media project using collage and other media. Possibility of including ICT?  Artist: David A.Hardy	This year is about applying all prior knowledge to create a mono ink collage.  Deborah Harris		
	Step 1 introduce the artist – Nita Leland – 5 facts Step 2 Study the artist and learn key vocab and give an example of the skills. Have the key words on the board: landscape, mood, tone, colour, near, far, rip, tear, cut Step 3 Practice the skills – Children practise collaging using different colours to create different moods. Step 4 Apply the skills – Children to plan their collage- which colours will they use. Think about what mood they wish to create. Step 5 Develop the use of the skill – Create their own collage for Southsea Beach. Step 6 Evaluate	 Create their own collage Showing the beach landscape from their trip. Choosing colours to create mood and atmosphere.	Step 1 Introduce an artist Introduce Nancy Standlee – 5 facts Step 2 Study the artist and learn key vocab and give an example of the skills. Have key words on the board: fold, crumple, tear, rip, cut and layer Step 3 Practice the skills -Children to practice representing fire using different colours to build together. Step 4 Apply the skills – Children to plan their collage- which colours will they use. Think about background and foreground. Step 5 Develop the use of the skill– Create their own collage for Great Fire of London. Step 6 Evaluate	 Create their own collage depicting a scene from the Great fire of London. Think about the different ways they can shape their materials and layering.	Step 1 Introduce the artist Research the artist Antoni Gaudi – 5 Key facts Step 2 Study the artist and learn key vocab and give an example of the skills. Compare the work of Antoni Gaudi to the mosaics of Roman times. Begin to develop an awareness of pattern, detail and repetition. Step 3 Practice the skills Practice mosaic pattern making with collage materials. Step 4 Apply the skills Draw/ sketch their design in their books using prior knowledge of colour and sketch. Step 5 Develop the use of the skill Apply all of their knowledge to create their own Roman Mosaic. Step 6 Evaluate	  Create their own Roman mosaic thinking about being precise and telling a story.			Step 1 Introduce the artist Research 5 key facts about David A. Hardy – what can they discover about the techniques and colours he uses. Step 2 Study the artist and learn key vocab and give an example of the skills. Step 3 Practice the skills Follow – two lessons Drawing – practice creating shapes of rockets focus on size and proportions and use of sketching and not single line drawing. Background – practise blending colours using pastels – experiment with creating different moods/blends. Step 4 Apply the skills Plan and design their final piece. What shape rocket will you create, which colours will you use for the background. Step 5 Develop the use of the skill Thinking about what they learnt from step 3 to refine and apply the skill to start creating their space image. Step 6 Evaluate	Step 1 Introduce the artist Research 5 key facts about Deborah Harris – what can they discover about the techniques and colours she uses. Step 2 Study the artist and learn key vocab and give an example of the skills. Exploring the work of Deborah Harris and evaluate her pieces. Step 3 Practice the skills – Children need to practise creating layers and depth using inks. Step 4 Apply the skills Plan the final piece – children to create an image in the style of Deborah Harris from based on Grimms fairy tales. Black and white inks used to create the background and layers added through collage. Annotate their plan explaining how each part will be created and what effect this has on the viewer. Step 5 Develop the use of the skill	Children will create a fairytale image based on the Grimms fairytales using monochrome inks and collage to create depth. Shapes textures and shading with ink pens, mono	

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										Thinking about what they learnt from step 3 to refine and apply the skill to start creating their monochrome fairytale image. Step 6 Evaluate	
	Future learning: Children will learn how layering creates depth in collages, they will apply their knowledge of colour to help create different mood.		Future Learning: Children will use their knowledge to create a more precise collage deciding which technique is best to use.		Future Learning: Children will use the knowledge of the different shaping and joining techniques to create a layered collage.				Future Learning: Exploration of other mediums in KS3	Future Learning: Exploration of collage in KS3	
<i>collage</i>	Key vocabulary: <i>Landscape, mood, tone, colour, near, far, rip, tear, cut</i>		Key vocabulary: crumple, tear, rip, cut and layer		Key vocabulary: Precise, detail, layer, repeated patterns				Key vocabulary: Foreground, background,	Key Vocabulary Depth, layering, monochrome, ink, perspective	

Textiles											
EYFS	Year 1		Year 2		Year 3		Year 4		Year 5	Year 6	
					Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:		Children will learn that:	Children will learn how to:
			Prior Learning: Children will have explored using ribbons, string and thread in early years. They will have developed their fine motor skills. In Science in Y1 they will have looked at materials and explored different types.				Prior Learning: Children will have knowledge of textiles and how to create a running stitch from DT.			Prior Learning: Children will be able to use both a cross stitch and running stitch, they will know how to blend colours and will have looked at how art can tell a story.	
Use fabric, wool or thread to make models with recycled items. Use ribbons and string to thread and make patterns. Make collages using paper, tissue, crepe etc			Big Question: How are patterns used in fashion design?				Big Question: What purpose would you use a cross stitch or running stitch for?			Big Question: How can embroidery be used to tell a story? What do you need to consider when designing your piece of embroidery?	
			This year is about looking at how fashion designer use pattern to create effects.	 Artist: Lisa Folawiyo/ Zandra Rhodes			This year is about learning how to <u>perform a cross stitch and a running stitch.</u>	 Artist: Ana Martins		This year is about <u>applying the skills</u> the children have learnt so far to be able to <u>embroider a small section of a Tudor tapestry.</u>	 William Morris

[illegible]

Art Progression of Knowledge and Skills

	Prior Learning: Children will have explored with printing.	Prior Learning: Children will have explored printing using found objects.		Prior Learning: Children will have created a simple Styrofoam print during Year 2.	Prior learning Children will have experienced different forms of printing – Styrofoam, lino	
This year is about exploring different mediums in art.	This year is about starting to explore printing using different objects. Look at repeating patterns and shapes of animal skins/furs	This year is about creating our own block print inspired by an artist and thinking how these are then used to create images.		This year is about using carving to create an intricate lino block print to create a piece of work.	This year is about choosing the best technique and texture to create a layered picture in the style of John Dyer. [THIS IS MIXED MEDIA OF COLLAGE AND PRINTING]	
Children will have had the opportunity to explore different medium and will have explored using objects and paint to print. 	Big Question: Why do animals have different patterns and shapes on their fur?  Sharon Turner	Big Question: How can block printing be useful to an artist?  Jessica Rollitt		Why is precision key to a successful lino print?  Artist: Sybil Andrews	Big Question: How does the use of texture and technique impact on the finished picture?  John Dyer	
	Step 1 Introduce the artist Look at the artist Sharon Turner – what do they notice about her work? Learn 5 key facts Step 2 Study the artist and learn key vocab and give an example of the skills. Discuss the work of Sharon Turner. Link with key vocabulary Pressure, coverage, precise – children to learn what each of these different things mean and represent them in their books. Step 3 Practice the skills Practice the skills of printing using found objects e.g. fork.. Which work well? What does an object need to be to be good at printing? Step 4 Apply the skills Children practice printing. Plan their final piece Step 5 Develop the use of the skill Create a animal patterns, thinking about the texture and what will best give that effect. Step 6 Evaluate Which worked well, which didn't why?	<i>Children will create a printed image/pattern of animal skin/fur.</i>	Step 1 Introduce the artist Look at the artist Jessica – what do they notice about her work? Learn 5 key facts Step 2 Study the artist and learn key vocab and give an example of the skills. Discuss the work of Jessica Rollitt. Link with key vocabulary Pressure, coverage, precise – children to learn what each of these different things mean and represent them in their books. Step 3 Practice the skills Children to practice carving the Styrofoam and using the different tools. Children to practice applying paint and printing Step 4 Apply the skills Children to design their final piece – remind them to think about the colours they want to use. Step 5 Develop the use of the skill Create a print of an animal using their own printing block. Step 6 Evaluate Which worked well, which didn't why?  <i>Create their own animal image using a Styrofoam block</i>	Step 1 Introduce the artist Look at the artist Sybil Andrew– what do they notice about her work? Research 5 key facts Step 2 Study the artist and learn key vocab and give an example of the skills. Discuss the work of Sybil. Link with key vocabulary children to learn what each of these different things mean and represent them in their books. Step 3 Practice the skills Children to practice carving the lino and using the different tools. Children to practice applying ink. Step 4 Apply the skills Children to design their final piece – remind them to think about hieroglyphics of their name Step 5 Develop the use of the skill Create their own lino print block. Children can then print on different mediums e.g wood or paper etc. Step 6 Evaluate Which worked well, which didn't why?  <i>Create their own lino block print with their name in Hieroglyphics.</i>	Step 1 Introduce the artist Research 5 key facts about John Dyer – what can they discover about the techniques and colours he uses. Step 2 Learn key vocab and give an example of the skills. Exploring the work of John Dyer and evaluate his pieces. What makes his work stand out? Look at foreground and background. What do they mean? Step 3 Practice the skills Exploring foreground and background in their own way to see which is most effective for them. Look at how they can refine and hone their skills. Children practice creating their background. Step 4 Apply the skills Plan and design their final piece. Thinking about background and foreground. Step 5 Develop the use of the skill Thinking about what they learnt from step 3 to refine and apply the skill to start creating an aspect of their Mayan jungle picture. Step 6 Evaluate 	Children to create an image of the landscape from a Maya country e.g. Mexico. Using their choice of background paint (acrylic/watercolour/ poster paint/felt tips/coloured pencil) Print the foreground with either found objects such as a fork, Styrofoam or lino.
Future Learning: Using knowledge of printing to create an image.	Future Learning: Using their knowledge of print to create their own printing tool.	Future Learning: Children will apply their skills of creating their own block print to using carving and wood to make a more intricate printing device.		Future Learning: Children will use their knowledge of intricate work to create their own piece of printed work using various malleable materials.	Future Learning: Exploration of printing in KS3	
Key vocabulary: print	Key vocabulary: Pressure, placement, print, texture, tone, monotone	Key vocabulary: depth, precision, print, recess, raised		Key vocabulary: block printing, carving, lino, tools, ink	Key vocabulary: Foreground, background, pressure, mixed media, tone, colour, depth, layers.	

Art Progression of Knowledge and Skills

Sculpture and Form (3D work, clay, dough, boxes, wire, sculpture, mod roc)												
EYFS	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:	Children will learn that:	Children will learn how to:
	Prior Learning: Children will have explored with different ways of shaping and joining paper.				Prior Learning: Children will use their knowledge of paper and cardboard as materials for design to create an Anglo Saxon Helmet at using a different technique of sculpture.		Prior Learning: Children will have explored different ways of sculpting, they will have planned and evaluated their designs.		Prior Learning: Children will have explored different ways of sculpting, they will have planned and evaluated their designs.		Prior Learning: Children will have learnt how to make structures secure and explored different ways.	
Playdough? Salt dough? Joining paper – split pins? Tape?	Big Question: How can clay be used to create a 3D image?				Big Question: What are the positives and negatives of using paper Mache to create your design?		Big Question: What are the positives and negatives of using wire to create your design?		Big Question: Why did Ancient Greeks draw images on their pots?		Big Question: How can an abstract piece of work impact the viewer?	
	This year is about starting to <u>explore sculpture and form</u> . Children will <u>use clay and learn how to manipulate it to create a 3D form</u> .	Hamish Mackie			This year is about <u>exploring different ways of creating a sculpture using paper and cardboard</u> . Children will use Paper Mache and think about how they can age their creations.		This year is about <u>exploring different ways of creating using foam clay</u> . Children will use wire to create their own Viking jewellery.		This year is about <u>exploring clay as a resource for sculpting</u> .		This year is about learning how to <u>choose the most appropriate materials</u> to make an <u>abstract figure</u> .	
	Step 1 Introduce the artist Introduce Hamish Mackie Step 2 Study artist and earn key vocab and give an example of the skills. Look at Hamish Mackie, how has he created these sculptures? Which materials has he used? . Which is your favourite and why? How do they make you feel? Step 3 Practice the skills Using clay practice making small sculptures. How to do we mould the material? How can we create marks in the material? Can we add bits on? How do we create joins? Step 4 Apply and plan the skills Children to design their sculpture based on what they have learnt about the beach and fossils. What objects might they find at the beach to add to their design – how might these be added? Step 5 Develop the use of the skill Children create a clay sculpture of a fossil/something found at the beach Step 6 Evaluate	Create their own clay sculpture of a fossil.			Step 1 Introduce the artist Darrell Wakleam – research the artist and learn 5 key facts. Step 2 Study the artist and learn key vocab and give an example of the skills. Explore the work of Darrell Wakelam – likes/ dislikes etc. Learn about the different types of joins and the associated vocabulary. Step 3 Practice the skills Exploring different ways to join focusing on which is going to be most successful for their design. Try with both paper and cardboard – does it work better for one medium compared to another? Step 4 Apply the skills Design their helmet – research different helmets. Which style or features do they want to include in their design? How will you create these? Which techniques will you use? Step 5 Develop the use of the skill Children to apply their knowledge to create a Viking Helmet with their symbol on it. This may take two lessons. Step 6 Evaluate	Create an Anglo Saxon Helmet 	Step 1 Introduce the artist Rene Lalique – research the artist and learn 5 key facts. Step 2 Study the artist and learn key vocab and give an example of the skills. Explore the work of Rene Lalique – How does his work compare to Viking Jewellery. Research different types of jewellery worn by the Vikings. Step 3 Practice the skills Practice moulding and manipulating the wire as well as how to join it and cut it. Children can practise using pva glue and tissue paper to create gemstones. Step 4 Apply the skills Children to design their piece of jewellery – thinking about the purpose of the jewellery, how are they going to join the wire together (ring, bracelet, pendant). Step 5 Develop the use of the skill Using the skills they have learnt – children to create their own piece of Viking jewellery. Step 6 Evaluate	  Create a piece of Viking inspired jewellery.	Step 1 Introduce the artist Grayson Perry – research and learn 5 key facts Step 2- Study the artist and learn key vocab and give an example of the skills. Compare the work of Grayson Perry to the pots of Ancient Greeks. Can they identify similarity and differences. Step 3 Practice the skills In the first of two practical sessions, children start working with the clay and learn the three skills need to create their pot. Removing material, adding material and shaping material. Second lesson will involve the skill of carving and modelling. Step 4 Apply the skills. Children to create a plan of their final design – consider size and joins, detail to be included. What methods and tools will be used and why? Step 5 Develop the use of the skill create their own Greek inspired pot. Step 6 Evaluate	Create their simple Greek Pot with artwork.	Step 1 Introduce the artist Research Henry Moore – 5 key facts Step 2 Study the artist and learn key vocab and give an example of the skills. Look at the work of Henry Moore and evaluate. Key vocabulary of abstract, representations, use the internet to research these words and create a mood board in sketch books. Step 3 Practice the skills Look at the skills of using paper and paper mache or masking tape to create 3D models. Evaluate these – how will I best be able to do create my person in the way I want to. Open up to children using different resources from across their years of studying sculpture. Step 4 Apply the skills Plan how they want their soldier to be standing and how they will do this Step 5 Develop the use of the skill Create their final piece – this will take a couple of lessons. . Step 6 Evaluate NB – This unit will continue into Spring 1 when the children will look at colour and how to finish their piece.	Create an abstract WW2 soldier figure in the style of Henry Moore. Or carve using oasis foam???
	Future Learning: Children will use their knowledge of how to mould and manipulate clay when creating jewellery in Y4.				Future Learning: Children will use their knowledge of form and shape to design and make Viking inspired jewellery.		Future Learning: Children will apply their knowledge of sculpting so far to create their own pot using the medium of clay.		Future Learning: Children will apply their knowledge of sculpting to design and create an abstract WW2 figure.		Future Learning: Application of skills into creating and designing models using techniques learnt in KS3.	
	Key vocabulary: precise, sculpture, join. 3D, clay, mark making.				Key vocabulary: Form, rigidity		Key vocabulary: Symbolic, manipulate, mould		Key vocabulary: scoring, surface, slip, adding and removal		Key vocabulary: abstract, style	